

Keeping their eye on the ball



Super League players Iain Thornley, 21, Paul Clough, 25, Joe Mellor, 22, and Trent Waterhouse, 32. See full story, Campus Round-up, p14

Monday, April 22, 2013
www.feweek.co.uk

Martin Doel makes plea to Gove



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Michele Sutton interview



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Simon Jarvis on the Maple Group



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Reaching for the FE stars



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Traineeships are 'go'

Skills Minister chooses Manchester meeting to 'launch' programme

Eleanor Radford
@EleanorRadford

The 11-month wait for an outline of the government's plans for traineeships appears to be almost over, just as youth unemployment figures nudge the one million mark.

Skills Minister Matthew Hancock is due to speak this week at an event hosted by the Greater Manchester Chamber of Commerce to provide "key information on how traineeships work and how to get involved", according to the business organisation's website.

The event, billed as the launch of traineeships, has been pencilled in for Wednesday, April 24 — although a spokesperson for the Department of Business, Innovation and Skills (BIS) said the date had not been confirmed.

"We're looking to launch the traineeships programme shortly but we don't have a date confirmed yet," she said.

Traineeships, proposed by the Deputy Prime Minister Nick Clegg in June to help young people gain work-related skills and attitudes, are due to start next academic year. Pressure for the government to

clarify how the scheme will look is mounting after it emerged that 979,000 16 to 24-year-olds were out of work in the three months from December to February.

The youth unemployment figures, released by the Office for National Statistics, showed a 20,000 increase on the three months from September to November.

Julian Gravatt, assistant chief executive of the Association of Colleges, said it was "taking time" for the government to finalise the traineeships proposal, including the role that Ofsted ratings would play in deciding who could offer traineeships.

"Public spending cuts mean that colleges will have smaller budgets in 2013-14 than this year," he said.

"But priorities are clear and we're currently working with ministers and officials in all three departments — Education, BIS, and Work and Pensions — on ways to make the money available go further."

However, Paul Warner, director of employment and skills at the Association of Employment and Learning Providers, said the unemployment figures "underlined" the need for a traineeship programme.

"As business planning by providers is well underway for the forthcoming year, there is a need to see the plans for traineeships as soon as possible so the sector can properly gear up to meet the challenges they will present," he added.

Recent discussions with both the Skills Funding Agency and Education Funding Agency indicated that they were confident about the sector meeting the demand for high-quality programmes "providing funding is available to the right organisations at the right time", said Mr Warner.

Traineeships for 16 to 24-year-olds were first mooted by Mr Clegg at a Confederation of British Industry summit on youth unemployment.

They were then put firmly on the FE agenda by Skills Minister Mat-

thew Hancock in January when he revealed plans in a discussion paper.

He outlined aspirations for the traineeship model — to be made up of work placements and work skills training, with focus on English and maths for those who did not achieve a C at GCSE — to support young people into apprenticeships and other employment opportunities.

He also put questions out to the sector to canvass views, closing the consultation in February.

The BIS spokesperson said the department had an "overwhelmingly positive response" to the discussion paper.

She said: "On the basis of those responses, we have developed a framework for delivery for traineeships that we will publish shortly.

"This will provide employers, education and training providers and young people with practical information about how the new programme will work, and how they can get involved."

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Apprentice wage cheats crackdown

Rebecca Cooney

@RebeccaKCooney

Business Secretary Vince Cable has promised "tough new measures" to tackle employers who pay apprentices below the legal minimum, up 3p to £2.68 an hour from October.

Dr Cable's announcement came after a Low Pay Commission report indicated 27 per cent of all apprentices, and more than 40 per cent of apprentices aged 16 and 17, could be receiving less than they were entitled to.

He described the evidence as "worrying" and said that the government was working on "tough new measures" to tackle non-compliance issues "across the board".

The Department for Business, Innovation and Skills (BIS), said it would prosecute and name and shame employers who flouted the law.

The commission reported a "significant increase" since 2011 in the number of underpaid apprentices, and recommended a freeze in the apprentice rate, saying: "There is no point in raising the legal floor under apprentice pay if it is not in practice observed."

It suggested that the government instead focus on raising awareness among employers and enforce the existing rate.

However, Dr Cable said the apprentice rate would rise in line with youth rates.

"Apprenticeships are at the heart of our

goal to support a stronger economy, so it is important to continue to make them attractive to young people," he said.

The national minimum wage would rise 12p an hour to £6.31 for adults, and lift 5p to £5.03 for 18 to 20-year-olds.

A BIS spokesperson said further measures to ensure minimum wage workers were paid correctly included a communications campaign targeting both employers and apprentices.

But FE sector figures warned the new measures needed to be tougher.

Shadow Skills Minister Gordon Marsden said: "Poorly paid positions undermine the quality and the standing of the apprenticeship brand.

"BIS has a responsibility in identifying the sectors where these practices are taking place and warning them this simply will not be tolerated.

"We also need to see ministers pushing for far more robust action from HMRC to stamp out non-compliance."

The University and Colleges Union echoed National Union of Students president Liam Burns, who congratulated Dr Cable for increasing the apprentice rate.

But Mr Burns added: "The minimum wage for apprentices is still half the national minimum wage and needs to be increased to make apprenticeships affordable.

"I'm deeply concerned by reports that some



employers are failing to meet even these low pay requirements." He said that ministers needed to enforce the law.

Three employers have been prosecuted for failing to pay the minimum wage since its introduction in 1999, although there have been no cases since 2010.

Meanwhile, just one employer has been singled out under a 'naming and shaming' policy introduced in 2011.

FE Guild go-ahead

Eleanor Radford

@EleanorRadford

Government funds of £18.8m a year to get a new FE body off the ground have been welcomed, although the total is around £10m less than what was asked for.

The Department for Business, Innovation and Skills (BIS) confirmed funding, excluding VAT, of £18.8m for August to April next year, and the same figure again for 2014-15, to develop the FE Guild.

David Hughes, independent chair of the guild's development steering group and chief executive of the National Institute of Adult Continuing Education, said the funding was "in line" with expectation, even though the steering group had pitched for £28m, according to documents seen by FE Week.

"We are delighted to have received ministerial support and funding," he said.

The money would enable the group to "move forward" allowing it to "make a very positive contribution" to the sector.

"Our focus now is . . . to recruit a chief executive, establish the new organisation and deliver what the sector needs," added Mr Hughes.

The guild — yet to be officially named and due to launch in August — will provide training and set professional standards across the sector.

The organisation could also have the opportunity of increased future funding if it took on

extra responsibilities such as WorldSkills UK competitions, establishing a national vocational education and training centre, and the administration of chartered status, an accreditation system launched by the government last month to recognise top FE providers.

The official go-ahead and funding has been warmly welcomed across the sector.

Lynne Sedgmore, executive director of the 157 Group, said the announcement confirmed the government "had confidence" in the sector to "develop its own professionalism".

The Association of Employment and Learning Providers (AELP), the Association of School and College Leaders, and the Association of Adult Education and Training Organisations (which operates as HOLEX), echoed her view.

The guild proposal was first put forward by ministers in 2011. A small project team, with a steering group with representation from the sector, issued a consultation document at the end of January.

Its implementation plan, produced at the end of last month, sparked controversy when the National Union of Students criticised the decision that there be no learner representatives on the guild board.

Nevertheless, the body will be set up as a company limited by guarantee and registered as a charity with board members from organisations including the Association of Colleges, the AELP, the Third Sector National Learning Alliance, and HOLEX, said a guild spokesperson.

FE Week news in brief

New AoC president

The Association of Colleges has named Yorkshire principal Michele Sutton as its incoming president.

The Bradford College boss is due to take up her new role at the beginning of August. "I am delighted to have been elected and look forward to taking up the post as the sixth association president," said Mrs Sutton.

See page 5 for her profile interview

Maple Group launch

A new FE group has been formed to represent ten 'leading' sixth-form colleges.

The Maple Group was launched last month and is chaired by Simon Jarvis, principal of Farnborough Sixth Form College.

He said: "Our colleges represent all that is excellent about post-16 education.


"Working together enables our like-minded colleges to share expertise and ideas."


See page 8 for an expert piece on the Maple Group

Here we go again. . .


FE faces new acronyms as the Skills Funding Agency replaces Lara (Learning Aim Reference Application) in the new academic year with Lars (Learning Aim Rates Service). OLDC (On-Line Data Collections) becomes DES (Data Exchange Service) and Skifs (Skills Funding System) takes the place of Lis (Learner Information Suite).


Top #traineeships tweets:

 @SteveHewittMIS
Traineeships, no one has a clue!

 @davidnash1
Over 1/4 million 18-24 yr olds out of work >1 year: If ever a reason was needed to boost apprenticeships & rollout traineeships, this is it

 @gmchamber
Minister for Skills, Matthew Hancock, is here on 24 April to launch a new Traineeships programme

 @scott_young
#traineeships launch marred by worsening youth unemployment. They must offer genuine routes 2 work to be seen as a success #skills

 @2ChanceUK
[Stephen] Timms defending job guarantee; unemployed YP is huge cost. (Similar to traineeships model — invest initially and recoup later)

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Agency backtracks on awards cull

Chris Henwood

@Chris_Henwood

Plans to stop government funding for qualifications aimed at helping the unemployed have been shelved.

The Skills Funding Agency had said it would stop paying for around 1,600 'awards', prompting criticism that struggling learners could be among the hardest hit.

Graham Hasting-Evans, managing director of the National Open College Network (NOCN) awarding body, told *FE Week* last week (front page pictured) that he feared courses for unemployed students would stop as a result of the unexpected funding cut.

"When we saw what the agency was planning to do, and it's doing it quite quickly, we found that over a year this could affect up to 50,000 people," he said.

"These are generally learners at the lower credit levels, where qualifications are very much for people who are in difficulties and trying to get into employment or further education — the unemployed, for instance."

However, the agency this week said it had reviewed the move, which was revealed in its New Streamlined Funding System for Adult Skills document.

Qualifications with credit values of 1, 2, 4,

5, 7, 8, 10 and 11 under the Qualifications and Credit Framework would not have been funded from January.

But, following the U-turn, an agency spokesperson said: "We understand the value of small award-sized qualifications, however we are concerned about whether they are all of sufficient size to ensure meaningful learning and achievement and to support significant progression and job outcomes."

She added: "We will review the position of small qualifications approved for public funding as part of our broader qualifications review work, taking into account the emerging outcomes of the Whitehead Review of Adult Vocational Qualifications."

The move could have resulted in the end of public funding for, *FE Week* understands, more than 1,600 'awards' — including 27 NOCN courses, such as using employability skills.

Mr Hasting-Evans said: "We welcome the decision by the agency as it will mean that the opportunities to develop their skills will remain open to some 50,000 disadvantaged learners."

"It is recognised that the funding of awards may need to be changed, but this needs to be in consultation, fully reflecting the likely impacts and to a realistic timescale."

The move would have been the second cull on qualifications in as many months.

The agency was warned in February by the



Federation of Awarding Bodies that it risked "destabilising the system" with plans to stop paying out for nearly 2,500 qualifications that had little or no uptake.

The now-rejected latest cull drew further criticism from the federation.

Its chief executive, Jill Lanning, told *FE Week*: "We and our members had no prior warning and we have sought clarification from the agency about the rationale for the change."

However, she welcomed the agency's change of heart.

"However, we note the fact that the agency will be looking at the future funding of small qualifications and we look forward to having an active dialogue with them

about the positive role played by award qualifications in the sector," she said.

Judith Norrington, director of policy, research and regulation at City & Guilds, where 445 awards would have been affected, said: "We are pleased the agency has shown flexibility on the funding of awards, and is treating them the same as larger qualifications."

"Smaller qualifications are key to developing employers' future workforces and, more importantly, they help the unemployed."

Julian Gravatt, assistant chief executive at the Association of Colleges, said: "We're pleased the agency took advice from the technical funding group and has allowed more time to review this change."

Plea for equality on sixth-forms

Rebecca Cooney

@RebeccaKCooney

The head of the Association of Colleges (AoC) has called on Education Secretary Michael Gove to ensure schools opening a new sixth form have good or outstanding Ofsted grades.

Martin Doel, the association's chief executive (pictured), wrote to Mr Gove saying that as colleges needed either of Ofsted's two top gradings to take on 14 to 16-year-olds, the same should apply to schools and academies that wanted to open sixth forms.

Mr Doel said that since the appointments of Mr Gove and Sir Michael Wilshaw as head of Ofsted, the education sector had been "absolutely clear" that neither would accept anything less than good or outstanding.

He added: "AoC's FE, sixth-form and specialist college members welcome this stance and are working hard to ensure they meet these high standards."

He argued this was reflected in the policy that a college wishing to enrol 14 to 16-year-olds full time would require a good or outstanding Ofsted grade. If it had been deemed satisfactory (Ofsted's former grade three rating) before September 2012, it would have to have shown consistent improvement in success rates between 2008 and 2011.

David Igoe, chief executive of the Sixth Form Colleges Association, said Mr Doel's suggestion was "logical and fair".



However, he said that Ofsted grades should not be the primary consideration.

"Clearly we would want equality of treatment... [but] the important criteria and limiting hurdle for any institution wishing to expand its provision should be whether there is a need for that expansion in the first place," he said.

Malcolm Trobe, deputy general secretary of the Association of School and College Leaders, welcomed the suggestion.

He said: "Saying schools should be in a robust state seems to be a reasonable approach to take — schools and colleges should be on an equal footing."

A Department for Education spokesperson told *FE Week* they would not expect proposals for new sixth forms to be approved if there was any doubt on standards.

They added: "Ministers are considering whether any changes need to be made to the approval process for a range of school changes, including the addition of a sixth form."

Commissioner's powers need 'consideration'

Chris Henwood

@Chris_Henwood

Further education leaders have told of concerns about the proposed FE Commissioner's two-week timescale for deciding the fate of struggling colleges.

The Association of Colleges (AoC) and the University and College Union (UCU) have both said that the government's plans for a powerful FE Commissioner needed further consideration.

Skills Minister Matthew Hancock announced the plans this month as part of the government's Rigour and Responsiveness in Skills strategy.

The strategy said a commissioner would be sent in if a college was graded inadequate by Ofsted, was in financial trouble or was failing to hit learner success targets.

He or she could call for institutions to be given administered college status, thereby losing powers such as staff changes, expenditure or transfer of assets.

They could also recommend governors be kicked out — and ultimately could call for a college to be dissolved.

However, the commissioner would be expected to have finished his or her investigations within a fortnight.

Joy Mercer, AoC director of education policy, said: "While speeding up necessary intervention may be a good thing, the proposed timescales appear rushed."

Sally Hunt, UCU general secretary, said: "We would raise the red flag about the very

short two-week timeframe to decide the fate of a college."

She added: "This timescale needs to be made significantly longer to protect the interests of staff and students."

A spokesperson for the Department for Business, Innovation and Skills (BIS), said: "We are meeting with Ofsted, the Skills Funding Agency as well as FE sector representatives to ensure there is clarity over respective roles, and will communicate fuller information on how arrangements will work once the commissioner has been appointed."

However, Lynne Sedgmore, 157 Group executive director, wondered what thresholds would apply "between placing a college into administration, replacing its governing body and dissolving it altogether."

"The commissioner will need to take into account a wide range of views from relevant stakeholders — not least from learners — when forming their opinion on how to intervene," she said.

Norman Crowther, national official for post-16 education at the Association of Teachers and Lecturers, said: "Would it not be simpler to commission Learning and Skills Improvement Service support for the 4 per cent of struggling colleges and to work with the FE Guild on how it manages challenges to colleges?"

The BIS spokesperson said: "We shortly will be seeking expressions of interest for both this role and the group of FE advisers who will support the commissioner."

For more on Ms Mercer's take on the FE Commissioner plans, see her expert piece on page 7

Editor's comment

Time for traineeships

Nick Clegg was the first member of the Coalition to refer to traineeships, saying in June 2012 that “more detail will be coming soon”.

In the same speech he pointed out youth unemployment stood at more than 1 million and rightly said this wasn’t “just an unforgivable economic waste — it’s a human tragedy too.”

Fast forward 42 weeks, and with this ‘human tragedy’ worsening, our Skills Minister is finally expected to launch traineeships within a matter of days, or at least explain what will or won’t be fundable from August.

Action to tackle youth unemployment, with positive intervention leading to sustainable work should be applauded.

But if traineeships are slow to take off, let’s not jump to blame providers.

Remember August is only 14 weeks from now, so they’ll have little time to plan.

More significantly, it’s unlikely the scheme will come with additional funding.

And with 16 to 19 and adult skills budget allocations already with providers, will they be in a position to reallocate some of their already committed budgets?

Further, will young people know about this new opportunity?

A breakfast launch in Manchester is unlikely to hit home. I’m left hoping the Cabinet Office has agreed a national marketing campaign.

Nick Linford, editor

Correction

Our supplement last week, marking 20 years since college Incorporation, seems to have been received in the manner we would have hoped for an interesting and error-free bit of reading.

With more than a dozen articles containing scores of facts and assertions, many dating back two decades or even further, there was lots that could have gone wrong.

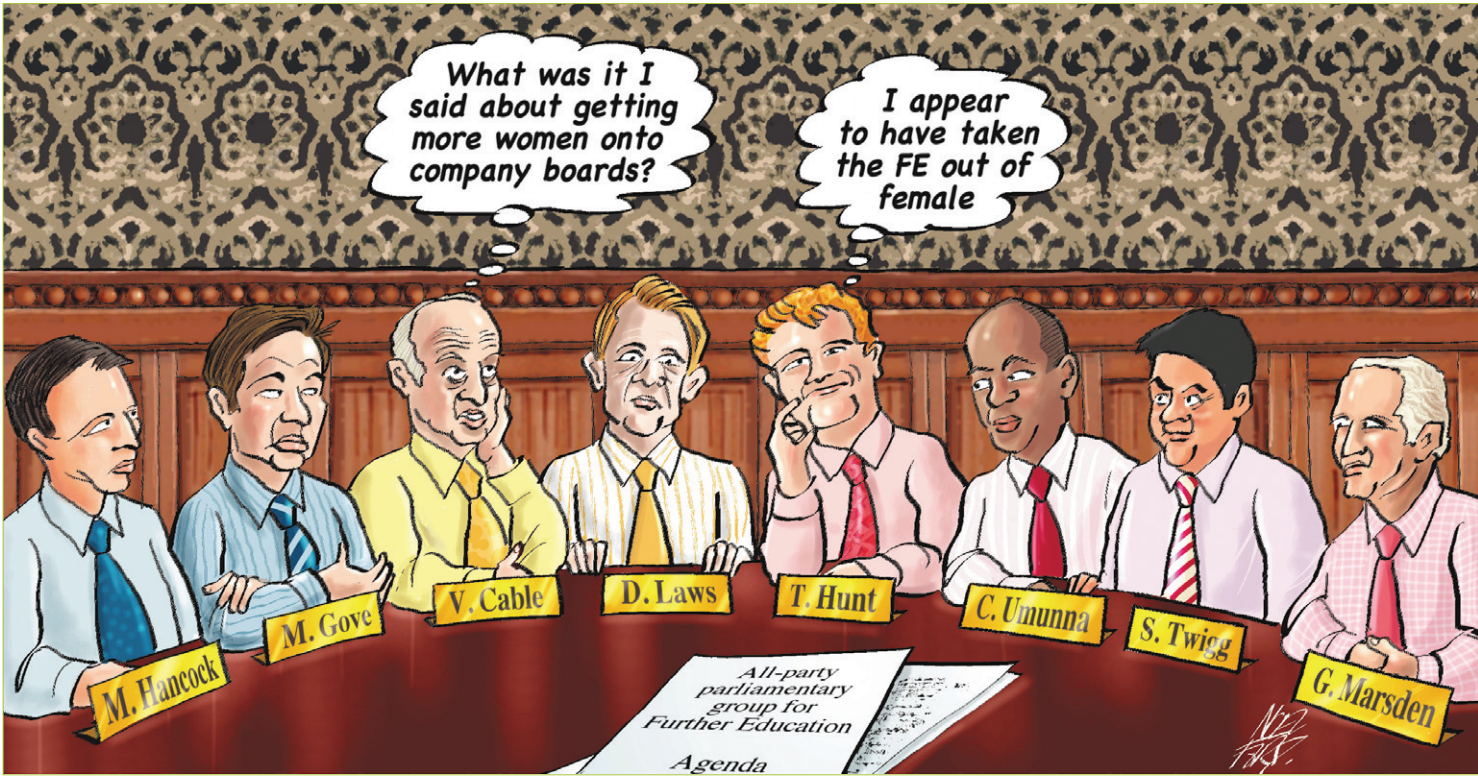
Obviously, it shouldn’t, and overwhelmingly, it didn’t — but one error has been flagged up and we’re happy to correct it.

On page 12 of the supplement, in the article entitled The same old inspection story?, Marilyn Hawkins was introduced as chair of the 157 Group and principal of Barnet and Southgate College.

She previously held these posts, but they are now taken by Peter Roberts and David Byrne, respectively.

Have you spotted something wrong with this edition of FE Week?

If so, feel free to tell us about it, including the page number and story headline, and explain what the problem is. Email us at news@feweek.co.uk with Corrections in the subject line.



Let's have balance at the top, says FE

Rebecca Cooney
@RebeccaKCooney

The lack of female politicians responsible for FE has been criticised following a mini-reshuffle.

The departure of Karen Buck, junior Shadow Minister for education, will leave no women in senior posts affecting the FE sector in either the Government or Opposition.

Ms Buck, who spoke at the AoC conference in November, is becoming parliamentary private secretary to Ed Miliband, will be replaced by Tristram Hunt, who will join Stephen Twigg, Chuka Ummuna and Gordon Marsden in the Shadow jobs for Business and Education, opposite the Coalition’s Michael Gove, David Laws, Vince Cable and Matthew Hancock.

Lynne Sedgmore, 157 Group executive director, said: “It is disappointing that the political leadership for our sector is 100 per cent male.

“The Government and the Opposition should model their rhetoric of the importance of women in senior positions.”

Association of School and College Leaders general secretary Brian Lightman said: “Like everyone, we would like to see more women in ministerial positions and I am sure all political parties are making every effort to ensure more women MPs take on roles of increasing responsibility.”

The comments come just a week after Business Secretary Vince Cable challenged businesses to increase the number of women on their boards.

He wrote to seven FTSE 100 companies with no female representation on their boards, warning that if companies did not increase diversity at the top level, the government would consider implementing quotas.

Only two FTSE 100 companies have female chief executives and 22 per cent of MPs are women, while 41 per cent of FE college principals are women, according to the Association of Colleges.

Sally Dicketts, chair of the Women’s Leadership Network, said: “I think in this day and age it’s very unfortunate not to have a balanced group at the top level.

“There may be very talented men on both sides of the political divide commenting on

and making decisions on FE, but staff and students in the sector are at least 50 per cent women. They do need to be represented.”

A spokesperson for the Association of Teachers and Lecturers said: “We need high profile women as role models and it’s a shame that neither the Government nor Opposition have seen fit to ensure there is a woman MP in any of the key FE posts.”

A spokesperson for University and College Union said: “It is... disheartening that none of the parties has any women in their main FE education teams.”

The Labour Party defended its shadow team, pointing to women in more junior positions.

A party spokesperson said: “With Sharon Hodgson, Lisa Nandy, Bev Hughes, Maggie Jones and Bryony Worthington representing the Shadow education team in both the House of Commons and the House of Lords, coupled with Shabana Mahmood and Dianne Hayter in the Shadow Business, Innovation and Skills team, Labour has strong representation from women in the education and skills sector.”

No one from the Government was available for comment.

Comment

Ofsted success leads to government support call

Swindon College, a large general further education college also achieved outstanding in their report just published. This is a notable achievement when you consider the college was graded inadequate in only 2007. The FE college can be a valuable second chance to many who require it in circumstances that are far more challenging than the average school sixth form.

Phil Hatton

Award cull comes ‘with no warning’

This is purely and simply a drive by SFA to PLAN provision, something that was taken away from their remit when it stopped being

the LSC. If I was at Ofqual I’d be incensed at this decision. There is a clear demarcation between the two bodies, one says what should be taught, the other says how it should be funded, and SFA have crossed the line here.

Steve Hewitt

Why introduce funding flexibilities and then take away the qualifications that can be delivered via the new flexibilities?

As usual the main people to suffer from this type of decision are the learners and the unemployed. And also as usual it’s the learners that need the funding the most, the ones at Foundation level.

But as far as this government and its agencies are concerned it’s not about the learners — it’s about saving money. Shame on the SFA.

Nelly

[See latest on this story on page 3]

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FE Week profile

Michele Sutton ~ her story

Chris Henwood
@Chris_Henwood

Bradford College principal talks to FE Week

The world of FE is dotted with strong female role models. There's Dame Ruth Silver, chair of the Learning and Skills Improvement Service, 157 Group executive director Lynne Sedgmore and, of course, Toni Pearce who has blazed the FE trail to preside over the National Union of Students.

Meanwhile, the Association of Colleges has its third female president, Maggie Galliers — and the story of women at the top continues with Bradford College's Michele Sutton.

"People often ask what's helped me" says the college's principal for the past eight years.

"The support of my family has been really important [she's a mum-of-two, grandmother-of — two and married to retired chemist Jeff].

"It makes me wonder — am I one of these women who's had it all? I've got a good family life and a good career."

When Sutton takes up the association's one-year elected presidency in August, it will be the latest highpoint in a career in which she has repeatedly come out on top. She's done the work of male bosses without fitting reward or recognition, jumped at the chance to operate in a potentially lethal workplace and more than held her own with big-hitting executives from across the pond.

It all began with a "fancy goods" stall in Doncaster market and two female role models; her grandmother Bertha Smaje and mother Cybil Marcus.

"My mother could sell absolutely anything to anybody. My grandma — she was a formidable lady — was nearly blind, but she'd sit at the end of the stall and direct you to serving people," says Sutton, 64.

"Throughout my life I've seen strong women."

School too was a female environment as she went to a girls' grammar. But the local technical college, where she did a secretarial course alongside A-levels and a national diploma in business studies, was far more interesting.

"There was an awful lot of boys there — mining apprentices and apprentices from the big manufacturing industries. For Doncaster, in those days, it looked more interesting than my very staid girls' grammar," says Sutton.

Manchester College of Commerce — now Manchester Metropolitan University — was next for a higher national diploma in business studies.

"I ended up in the same economic situation we've got today where graduates can't get a job," she says.

"I'd had my first child by then and my husband was still a PhD student. We needed money, so I fell back on my secretarial skills."

A number of secretarial posts followed before a move to Derby with her husband's first job.

"I got work as a PA to a director of marketing

— I mostly did his job and his deputy's, also a man," says Sutton.

"I used to think 'Why am I doing their jobs and I'm called a secretary and not paid very much?' I wanted to progress because I could see I was better than they were. It was a moment of realisation."

Despite earlier reservations about teaching, Sutton, by now a mum-of-two, came across an advert for a part-time business studies teacher at Southport College. She got the job and "loved it".

"My husband then moved to Birmingham with his job and we saw this advert for what was then Handsworth College, now City College Birmingham," she says.

"I went for interview and all the wiring was out because they'd had a health and safety problem — it was such a mess.

"There was a sense of challenge. It was 90 per cent black and ethnic minority students. But I thought 'this is somewhere I can make a difference'. I really wanted the job, got it and was there for 14 years." She started as a full-time lecturer in business studies and ended as vice principal.

It's at this point that Sutton's story intertwines with that of arguably the archetypal strong female — Margaret Thatcher.

Following riots in the early 1980s, the then Prime Minister made a tense visit to the college, which had escaped the violence.

"She came, surrounded by security men with guns," says Sutton, whose Manchester home is shared with Grover — a miniature black and white schnauzer named after late American jazz saxophonist Grover Washington.

"It was a bit uncomfortable because we felt a lot of empathy with our community . . . and her visit was difficult."

But Handsworth also provided Sutton with her first experience of a female boss in FE.

"Pat Davies was little, formidable and sort of took me on as a protégée," she says.

"She used to have a hundred good ideas a day that she would ring down to the staffroom. She'd say: 'Could you pop up here for a moment please?' And everybody would think: 'Oh no, what's she going to ask us now?'

"Some of her ideas were crazy, but some of them we tried and they were innovative. She had ambition, despite the college being in the backstreets of Birmingham."

Sutton, who was appointed an OBE for services to further education and community cohesion in 2009, adds: "She allowed me to think women could get on and inspired me to



Picture by Nick Linford

think: 'If you want to make something happen, then go on and make it happen — don't wait for everybody else.' You have to believe in yourself and your institution."

And the institution believed in Sutton, sending her off to the US to do a masters in human resource development.

She says: "It was typically American in that everybody on the course was a vice president from places like Disney, GM, Bank of Nova Scotia — really big names. I turned up from a college in Birmingham thinking: 'What am I doing here?'

"But it was a fantastic experience. The staff and the students were considered equal and it was all very democratic."

Sutton, chair of the Leeds City Regional Skills Network and of the West Yorkshire Colleges Consortium, adds: "After that I

was ready to be a principal, but I'd been at Handsworth for 14 years and thought wouldn't somebody say 'but can you do it somewhere else?'. So I decided to go for a sideways move to what was then Manchester City College."

She spent five years there as vice principal, before taking over the top job at Rochdale's Hopwood Hall College in 1999.

In 2004 she took over at Bradford where perhaps one of her biggest hurdles has been to hide a personal smile behind her professional image.

"My husband wanted to continue his education after retiring and so he came here as a student and did a masters in visual arts. We never really met — he had his own gang, women mainly," she jokes.

"He got on well with the staff and created his own world in art and design. The really weird thing was shaking his hand on the stage when he graduated."

So college life permeates Sutton family life, but then maybe the fact that she seems to live and breathe FE is the reason she's the next association president.

"I'm passionate about the value that FE colleges — whatever their size or type — bring to individuals, communities, business and the wider economy," said Sutton after her election.

But what's the betting on another strong female role model, elected or appointed, in FE anytime soon?

It's a personal thing

What's your favourite book?
The Secret Garden, by Frances Hodgson Burnett

What did you want to be when you were younger?
A performer in musical theatre

What do you do to switch off from work?

Read, listen to music, take the dog for a walk and spend time with my grandchildren

If you could invite anyone to a dinner party, living or dead, who would it be?
BB King and Boudica

What would your super power be?
Cleaning my house with a snap of my fingers

FE Week Experts

Back to basics or down to specifics?

As the government seeks to define vocational qualifications and strip out those that are not 'rigorous', Lynne Sedgmore reflects on the purpose of vocational education and training

We sometimes get so caught up in the detail of the latest initiative that obvious contradictions fail to leap out at us.

The publication of *It's About Work...*, the promised Tech Bacc and the proposal of a VET centre have put vocational education, pedagogy and training at the centre in debates about education policy. About time. But we have a mountain to climb if we are to overcome the innate preference of many families for their children to pursue academic routes to success.

The current consultation on vocational qualifications for 16 to 19-year-olds aims to establish standards for level three qualifications as an assurance of their quality and that they be something to aspire to. This is a worthy aim indeed.

“Should we be advocating that those on a vocational pathway study something that is ‘narrow’?”

A key plank of the consultation is the proposal to define qualifications more strictly as either 'occupational' or 'applied general', depending upon whether they are designed to prepare young people for a specific career or to teach broader skills that may be applied in a number of careers..

As part of the drive towards increased public information for potential learners, these categories would then be used to report on the performance of particular programmes in particular institutions. So far, so good, you might think – vocational qualifications will be presented on a level playing field with their academic counterparts. And both categories undoubtedly have a good proportion of The Commission on Adult Vocational Teaching and Learning's 'line of sight to work'.

But why is there a need to categorise? The



term 'applied general' doesn't seem very sexy. Why would a young person want to do something which, from its label alone, would not seem to be specific at all? It feels like something of a value-laden term, which could make well-respected qualifications like the BTEC in business instantly less appealing.

Coupled with the Skills Minister's view that "far too little genuinely occupational education takes place among 16 to 18-year-olds", we might reasonably wonder whether 'applied general' qualifications are intended to be less valuable. Perhaps it is right for young people entering vocational education and training to specialise in preparing for a specific occupation.

But, for adults, we read in the skills strategy published last month that many 'occupational' qualifications are "too narrow". Surely this is the same suite of qualifications being studied by younger learners? Should we be advocating that those on a vocational pathway study something that is "narrow"?

And what constitutes success for someone on an 'occupational' course? A job in what they have trained for, many would say. But what of the young person who studies hairdressing and decides instead to apply their learned business skills to set up their own customer care consultancy? Or the engineer who is taken with the mathematical elements of the work and decides to become an accountant after pursuing a degree in maths?

Are these students 'failures', or simply a testament to the amazing things that can happen when a course contains the broadest mix of practical and employability skills?

Attention to developing a broad range of skills for work and employment is what those in the FE sector are renowned for. We know that success is as much about attitude and skills as it is about occupationally specific knowledge. I cannot help but wonder how being any more specific than that will be of help to anyone.

Lynne Sedgmore,
executive director of the 157 Group

Maple: the sweet smell of success

A new partnership of sixth-form colleges is determined to pursue high performance, innovation and creativity, says Simon Jarvis

Ten of the country's leading sixth-form colleges have formed a partnership The Maple Group, to maintain and promote outstanding teaching and learning.

Group colleges make a significant contribution to the nation's economy: together, more than 20,000 youngsters are enrolled at a member college. More than 80 per cent will go on to higher education; about one-third of those will accept places in Russell Group universities.

About 8,000 youngsters currently studying in Maple Group colleges are taking A-level mathematics; more than 15,000 16 to 19-year-olds — three quarters of the student cohort enrolled at group colleges — follow at least one science, technology or maths (STEM) course. Currently, six group colleges are in the top 10 in the table of colleges and schools with the largest number of students achieving high grade A-levels in 'facilitating' subjects.



“We often see students with AS grades that are far higher than would have been predicted by GCSE performance”

The rationale for The Maple Group is simple: our colleges represent all that is excellent about post-16 education. Working together in partnership enables us to share expertise and ideas; to disseminate superb practice; to provide a commentary on educational developments.

This initiative reinforces our shared commitment to providing the highest quality educational opportunities to thousands of youngsters. In the coming years, members of the group will continue to be respected advisers to the country on all matters relating to post-16 education.

The debate on A-level reform is a good example: Maple Group colleges oppose the removal of the AS in its present form as we feel it will lead to students studying only three subjects at A-level, a lack of breadth in the post-16 curriculum and a return to the imprecision of predicted grades.

Such a narrowing of choice at 16 will force our students to specialise much earlier than their counterparts in Europe, and prevent them selecting which of their courses to take forward to A-level to maximise their achievement.

Moreover, as a group of sixth-form colleges with a comprehensive mix of students, we often see students with AS grades that are far higher than would have been predicted by GCSE performance. The removal of AS-levels will destroy this possibility for thousands of students, thereby reducing social mobility. In addition, students who leave education at 17 will do so without formal qualifications — with nothing to show for a whole year of A-level study.

Maple Group colleges expect to play a leading role in supporting the future success of government initiatives such as the academies programme, specialist maths schools and reforms of the examined curriculum.

The member colleges are a trusted group, widely acknowledged by students, parents, teachers, universities and ministers as being amongst the very best. Maple Group colleges have an unrivalled lengthy track record of high performance, respected for innovation, creativity and leading the development of post-16 pedagogy.

We are beacons of excellence in the country, sharing a passion for learning and an undiluted vision of what constitutes an outstanding education.

Simon Jarvis, principal of The Sixth Form College, Farnborough, is chair of the Maple Group

Members of the group are Cardinal Newman College, Preston; Greenhead College, Huddersfield; Hills Road Sixth Form College, Cambridge; Holy Cross College, Bury; King Edward VI College, Stourbridge; Peter Symonds College, Winchester; Sir John Deane's College, Northwich; St Dominic's Sixth Form College Harrow; The Sixth Form College, Farnborough and Winstanley College, Wigan

FE Week Experts

The statistics tell the story

The government wants an FE commissioner to step in when a college is deemed to be failing. Most colleges improve by themselves . . . so what role would he or she have, asks Joy Mercer

In its 'Rigour and Responsiveness' paper, the government suggests a new tough line on college failure, proposing the appointment of an FE commissioner.

Within a fortnight of one of three triggers for intervention being 'tripped', he or she would advise ministers on the following options: to take over a college and decide whether a restructuring is required; to replace some or all of the governing body; to dissolve the college.

It is useful to provide some perspective here: 64 per cent of colleges are good or better by Ofsted's own judgments. Only four colleges out of 54 have been graded as inadequate this year. There is only one case in the past five years or more where a general FE college has been judged on two separate occasions as inadequate.

Since 2009 there have been two colleges who have not only 'jumped' out of inadequacy, but within a year achieved a 'good' grade from Ofsted.

Ofsted chief Sir Michael Wilshaw complained to the Education Select Committee in February that there were no consequences for colleges of a poor inspection. We wrote

to Graham Stuart, the committee chair, with an analysis of what had happened to colleges deemed inadequate with evidence to the contrary – it is clear that there are often serious consequences for the senior management team.

“Only four colleges out of 54 have been graded as inadequate this year”

What of existing powers? Under the Further and Higher Education Act 1992 and later amendments, the government already has powers to appoint new members of the governing body, direct the governing body to take actions which the Education Secretary thinks 'expedient as to the exercise of their powers and performance of their duties', direct the governors to collaborate with another college or a maintained school, or to dissolve the college (at which point the normal rules about dissolution apply).

But before any of this can take place, the Skills Funding Agency implements its intervention process — which gives 15 months to support improvement or decide

on a different structure.

Rigour and Responsiveness is a consultation paper and an FE commissioner may be an inevitability. If that is the case, what should the role look like, given the evidence above?

First, it might be most proportionate, efficient and realistic to appoint a competent civil servant on a case-by-case basis to make an evaluation of the problem and galvanise the resources to solve it. A commissioner could be a function rather than an individual.

Second, the one size fits all nature of the proposals – in which different triggers provoke the same response ('the commissioner in action'), could be re-examined. The college that has lost a major contract that destabilises its finances needs a different expertise and set of timescales to recover than the college judged to be failing on teaching, learning and assessment.

In a wider sense, there is a general danger in applying a broad brush approach to colleges in terms of improvement interventions. In the same way that a hospital might house pockets of clinical excellence and struggling departments, a college might have outstanding departments and those requiring improvement. This is not hiding behind complexity; it is simply describing the complexity.

Fourth, the proposed timescales appear rushed. Two weeks to make a final decision



with such important implications may, in most circumstances, be too short.

Finally, let's bear in mind that the most colleges improve by themselves - a tribute to analytical governance and competent management. So the oft and effective weapon in a commissioner's armoury should be to support the college's own improvement plan through resources and a watchful eye, and not just in exceptional circumstances.

Joy Mercer, director of education policy at the Association of Colleges



City & Guilds' Content Exchange will share digital learning materials, saving time for tutors and students who spend hours looking for quality resources, says Kirstie Donnelly

Technology has connected the world. Young people who have grown up with mobile phones and laptops can't imagine a world without it.

About 75 per cent of 16 to 24-year-old who responded to YouthNet research said they couldn't live without the internet, and 45 per

Share and share alike

cent said they were happiest when online.

This paints a clear picture: the internet, and technology more broadly, is central to engaging with young people. In a time of rising youth unemployment, investing in engaging and inspiring young people, however we can, is a priority.

“75 per cent of teaching and learning content is user-generated, and yet it isn't being shared”

However, even though technology is becoming embedded into virtually everything we do, FE has faced barriers and issues.

This has been recognised by the Ufi Charitable Trust, an organisation that funds technological projects to improve vocational education. And the first recipient of the trust's funding? I'm pleased to say it's City & Guilds' Content Exchange.

The exchange is a hub where all types of

digital learning materials can be shared throughout the FE sector. Our research suggests that some 75 per cent of teaching and learning content is user-generated, and yet it isn't being shared. As a result, tutors and learners spend evenings and weekends looking for learning content. Our vision is to create a resource that puts high-quality resources at their fingertips, saving everyone time while improving the quality of content.

'Marketplace' concepts are popping up everywhere, so the model and theory behind are not new. For example, LinkedIn could be seen as a type of content exchange, where people can connect with like-minded individuals within their industry and share articles, videos, job vacancies and so on.

We know through our work with employers, as well as FE colleges and training providers, that there are some great pieces of learning content that need to be shared. If we can start to pool these resources, we believe that we will see six benefits:

- less time spent by learners and tutors sourcing information and resources
- more motivated learners
- opportunities for contributors to make money through selling their content
- reduced costs for colleges – they won't have to buy or search for content
- a community where people can recommend and review resources
- improved quality of resources, thanks

to awarding body approval, and user testimonials.

It's early days yet, with the project focusing on hairdressing, beauty therapy, cookery and carpentry. This will allow us to test demand and see where there are areas for improvement. If the pilot is successful, we hope to create a community working together to enhance the quality and accessibility of learning resources.

The Content Exchange is just one way that technology can help to enhance learning, but there are so many other opportunities. For instance, City & Guilds has recently acquired Kineo, a global e-learning services company. Kineo has always operated an open-source model and is inspiring us to do the same.

As a result, we're exploring how we can connect the learning that happens within employers, to learning within FE colleges and training providers.

This has the potential to make the Content Exchange richer and more relevant, so people can develop the skills they need for happy, successful careers.

City & Guilds is determined to keep pushing the boundaries in this space. Tell us if you have any ideas or would like to get involved. And keep your eyes open for more updates on the Content Exchange.

Kirstie Donnelly, director of product, learning and technology, City & Guilds

FE Week Experts

Learning on the job is not enough

Support for new principals is a key priority, says John Smith. But who will provide a framework as LSIS winds down?

Ofsted's chief inspector Sir Michael Wilshaw is right: the key to successful leadership and management essentially, but not exclusively, lies with the principal. If not, what are principals for?

But how are new principals supported so that they are competent and confident in their new role?

Many different stakeholders should be interested in the answer. The college community itself: students and their parents have most to gain from a well-run college; the staff who rely on the principal to create a rewarding, in all senses, work environment and even to provide on-going job security; and governors who as lay non-executives rely on the principal's advice.

Then, as many colleges are also key social and economic hubs, there is the local community.

And it's obvious that the contribution of colleges to national priorities — and the reputation of the sector — essentially relies on the collective competence of some 340 or

“There's never been fully established training or consistent structures of on-going support for new principals”

so principals, including inexperienced, new postholders.

New principals themselves will be well aware of the impact on their career prospects of a poor Ofsted result or financial difficulties, particularly after the brief honeymoon period is over.

The issue is a pressing one, given the forecast high turnover of principals. For instance, in Lancashire's 12 colleges, half of principals will have moved on by the end of this year, a turnover unprecedented in recent times.

Of course, new principals will have previous experience to bring to their key responsibilities. Many, but not all, will have had ex-



perience of managing curriculum, teaching, learning and quality, finance, resources and external relations, while all will be expected to have managed staff. But critically they will not have gained this experience as a principal — which really is a game-changer.

However, two specific challenges may be particularly problematical. First, the new incumbent must develop a strategic grasp of constantly changing policy and relate it to the unique circumstances of their own college. Looking at the big picture, telling staff and governors about it in easy-to-understand terms and then translating it into action will be a new experience for many.

Second, and just as critical, will be developing an appropriate relationship with the governing board, including establishing an acceptable balance and boundaries between governance and management. The current government policy of delegation of powers to governors, combined with on-going financial pressures, make this a priority. But it is something that new principals will never have taken the lead on.

Over the years there's never been fully established training or consistent structures of on-going support for new principals; initiatives and programmes have come and gone. Many have simply learned on the job.

Discussions with new principals in Lancashire indicate that there's no great demand for highly structured support systems. What they do appreciate is the opportunity to network with one another and, importantly, with experienced principals. The monthly meetings of the Lancashire Colleges Group, where both strategic and operational issues are discussed, allow such an opportunity. New principals also value mentoring by a more experienced peer.

These, then, may be the key elements of support for new principals: networking on a personal, local, regional and national basis, and mentoring support by request. In other words, support provided by principals for principals. New principals will ask where, if at all, any successor to the Learning and Skills Improvement Service programmes fit in.

And who will take the lead in providing a framework of support? The planned FE Guild?

John Smith, former principal of Burnley College.

ERS: give credit where it is due

ERS practitioners can now have their skills and expertise properly acknowledged. About time too, says Helen Richardson

FE colleges are playing a greater role in the delivery of employment related services (ERS) to jobseekers claiming Jobcentre Plus benefits (more than 200,000 unemployed people undertake education or training at colleges).

The introduction of a single adult skills budget two years ago, and the subsequent New Challenges, New Chances report, have provided the flexibility that colleges need to develop programmes for the unemployed that meet what employers need.

Many are now developing and delivering ERS unit courses of their own. Some have gone further by getting involved in the delivery of government welfare-to-work schemes such as the Work Programme (more than 80 per cent of Work Programme supply chains have colleges within them; Newcastle College is a prime provider).

“The challenge for FE colleges is wider than simply delivering programmes for the unemployed, it's about prevention of further generations of worklessness”

This reflects an accepted recognition that a qualification is not a final destination but just one component of a learner's journey towards employment and career progression.

Resourcing such provision can be a challenge; traditional FE roles, such as tutors or assessors, have associated qualifications (PTLLS, CTLLS, TAQA).

Equivalent pathways have yet to be embedded for practitioners delivering ERS courses, with few staff having accredited skills that prepare them for their learners' many barriers to work.

This can lead to questions about the quality and performance of the courses and services offered.

But things are moving on. A framework of ERS practitioner qualifications and units at level three and above has now been accredited and The Institute of Employability



Professionals (IEP) established.

For the first time, ERS practitioners are able to have their skills and expertise properly acknowledged. Early qualitative evidence suggests that staff with ERS qualifications are more productive and more likely to achieve performance targets.

The challenge for FE colleges is wider than simply delivering programmes for the unemployed, it's about prevention of further generations of worklessness.

A local college has a major impact on its community's long-term ambitions for economic and social success in the form of higher wages, higher aspirations and more stable and secure lives.

Recent research from the Department of Business, Innovation and Skills (“The Impact of Further Education Learning”), suggests these benefits include greatly increased job security, higher pay and greater prospects.

In the same way that we should be educating our children from primary level up about the importance of a strong work ethic, so we should be educating our FE senior managers, lecturers, student support services and curriculum leads about the importance of getting and keeping a job.

FE leaders are looking at ways to instill and embed employability across their curriculum by ensuring that their whole workforce understands the importance of preparing learners for the world of work.

They understand that their key performance indicator of a destination is not just an Ofsted and funding requirement; it's the right thing to do.

Helen Richardson, managing director at Workpays

FE Week Fun

April fools: How we pulled it off

Rebecca Cooney
@RebeccaKConney

The Association of Colleges took FE by storm over Easter with its 'plans' for an anthem and a flag to raise the sector's profile. The great and good even got involved with Skills Minister Matthew Hancock tweeting words of support.

With a professional London-based media company, an Ivor Novello award-winning songwriter and former 4 Poofs and a Piano singer on board, the project looked set for success.

Especially with praise from David Hughes, the National Institute of Adult Continuing Education's chief executive, who said the campaign would "surely give us [FE] parity of esteem with higher education and schools".

At the time of going to press, the online story had attracted 3,245 hits with the track played 944 times. It had also been retweeted numerous times by FE Week's Twitter followers.

"Ian Parkin, former member of Jonathon Ross Show house band 4 Poofs and a Piano, works in our office"

Except, of course, the campaign, with lyrics, a recording and production photos, not to mention a red and blue flag, appeared on the FE Week website on April 1. Need we say more?

So, how did we manage this April Fool's fun, the brainchild of FE Week editor Nick Linford?

The flag

Association chief executive Martin Doel backed us up – and put his face to the story when he agreed to be pictured holding the FE flag with Nick.

But look carefully and you'll see it was the Cambodian flag with a picture of a mountain superimposed on top. Look even more carefully and you'll recognise the mountain as the one on the front of our recent leadership and governance supplement.



Singer Ian Parkin (centre) pictured with FE Week team members, from left: Chardelle Mason, Rebecca Cooney, Shane Mann, Chris Henwood, Nick Linford and Eleanor Radford. Inset: Martin Doel, AoC chief executive posing with the mock flag

they weren't the right five notes — so I quickly decided that I'd have to adapt an existing track.

Unfortunately for S Club 7, after toying with M People's Search for the Hero and Wheatus' Teenage Dirtbag, I picked their 2000 song, Reach.

Pink Salmon Media is fictional, albeit a play on red herring, but Bob the Builder composer Paul K Joyce is a friend who let us sully his good name.

944
plays

The recording

With the lyrics written and an article penned by deputy editor Chris Henwood, the FE Week team was cajoled to sing a short demo for the website. We laughed. Until we realised that Nick wasn't joking.

Fortunately, FE Week readers were spared by a quick-thinking team member who remembered that Ian Parkin, a former member of the Jonathan Ross Show house band 4 Poofs and a Piano, works in our office building between his music engagements.

An unfazed Ian, professional to the core, gave a flawless performance of Reach for the College and posed with headphones and a microphone, transforming the office into a studio.

The rest of us became backing singers – although I bet you'd never have guessed we were amateurs, so tuneful was our performance.

Operations manager Shane Mann worked his iPad magic to layer the recordings on top of each other and hey presto, we were done.

So, now that fact is separated from fiction, we'd like to thank everyone who took part, including our Twitter followers and web visitors for their knowing, and sometimes not-so-knowing, comments.



Mike Hopkins @mikehopkinsmc

Can't wait for AoC bash in November. Harlem Shake plus FE anthem - lush!



Matthew Hancock @matthancockmp

New FE anthem a celebration of aspiration & reaching your potential. I hope it will be played in all College lifts



Ian Nash @IanNasher

Best April fool since the Guardian's visit to the spoof island of San Serif 35 years ago - a master stroke



Lynne Sedgmore @157lynne

Love it, wish I was in the backing vocals, when do we form the FE choir?

Comments from the FE Week website

Lindsay McCurdy

Hi Lynne singing and doing the dance moves to it as well. It has got to be played at every conference from now on.

Mark C

If you are going to wind people up, may as well put the effort in to do it very well. 10/10 for effort and execution....although I have a feeling this isn't the last we've heard of the 'theme tune'.

Matt P

Where can i download this? have checked I Tunes and Napster, please help as i can't get this catchy tune out of my head...if Ant and Dec can do it then why not go for the top spot?

3,245
hits online

The song

Having persuaded Martin to play along, Nick asked me to become a songwriter. One slight problem: the closest thing to musical ability I have ever displayed was playing five notes on the recorder aged 10 — and I'm fairly sure

Ofsted technical update

Grades before new inspection framework (General Further Education or Tertiary Colleges)

College	Current Inspection Grade	Inspection date	Previous inspection grade	Inspection date	Total increase or decrease
Bracknell and Wokingham College	3	11-Jun-12	2	08-Oct-07	-1
Worcester College of Technology	3	11-Jun-12	2	01-Jun-09	-1
Stoke-on-Trent College	3	28-May-12	2	04-Jun-07	-1
Northbrook College, Sussex	3	28-May-12	3	23-Feb-09	0
NCG	2	28-May-12	1	02-Jun-08	-1
West Nottinghamshire College	2	28-May-12	1	19-May-08	-1
Eastleigh College	1	21-May-12	2	15-May-06	1
South Thames College	2	14-May-12	2	01-Jun-09	0
Gateshead College	3	14-May-12	1	10-Nov-08	-2
Leeds City College	2	14-May-12	n/a	n/a	n/a
Tower Hamlets College	3	30-Apr-12	3	09-Mar-09	0
South Cheshire College	2	30-Apr-12	1	03-Mar-08	-1
Barnfield College	3	23-Apr-12	1	04-Jun-12	-2
Stafford College	4	16-Apr-12	2	09-Nov-09	-2
Yeovil College	2	16-Apr-12	3	03-Nov-08	1
Derby College	3	30-Mar-12	2	16-Nov-07	-1
Petroc	2	19-Mar-12	1	09-Oct-07	-1
Derwenside College	2	19-Mar-12	2	22-Sep-08	0
Great Yarmouth College	3	16-Mar-12	4	12-Nov-10	1
North Warwickshire & Hinckley College	2	16-Mar-12	1	29-Oct-07	-1
Kensington & Chelsea College	3	09-Mar-12	2	26-Feb-07	-1
Stratford-upon-Avon College	3	02-Mar-12	2	05-Mar-07	-1
Lewisham College	3	02-Mar-12	1	24-Apr-06	-2
City of Wolverhampton College	4	20-Feb-12	2	10-Dec-07	-2
Lambeth College	4	20-Feb-12	2	25-Feb-08	-2
Macclesfield College	4	20-Feb-12	1	25-Sep-06	-3
Knowsley Community College	4	06-Feb-12	2	25-Feb-08	-2
Brooklands College	3	06-Feb-12	3	05-Oct-09	0
Canterbury College	3	30-Jan-12	3	01-Oct-07	0
South Essex College of Further and Higher Education	3	30-Jan-12	2	12-May-08	-1
Wiltshire College	3	16-Jan-12	3	08-Oct-07	0
Peterborough Regional College	2	12-Dec-11	3	14-Apr-08	1
Southwark College	4	05-Dec-11	3	15-Mar-10	-1
K-College	3	05-Dec-11	2	27-Feb-06	-1
Askham Bryan College	2	05-Dec-11	3	01-Oct-07	1
Burton and South Derbyshire College	2	05-Dec-11	2	26-Nov-07	0
Henshaws College	2	22-Nov-11	2	21-Mar-06	0
Sussex Coast College Hastings	4	21-Nov-11	3	12-May-08	-1
Stephenson College	3	21-Nov-11	2	04-Dec-06	-1
Bishop Auckland College	2	21-Nov-11	2	26-Nov-07	0
Plumpton College	2	21-Nov-11	2	04-Jun-07	0
Kidderminster	3	14-Nov-11	2	30-Mar-09	-1
Farnborough College of Technology	1	14-Nov-11	3	26-Nov-07	2
Central Bedfordshire College (Formerly Dunstable College)	3	07-Nov-11	3	28-Apr-08	0
Shrewsbury College	3	31-Oct-11	3	28-Jan-08	0

Grade improved	6	14%
Grade stayed the same	13	30%
Grade got worse	25	57%
Total inspections	44	

	Now		Before	
Grade 1	2	4%	9	20%
Grade 2	15	33%	21	48%
Grade 3	21	47%	13	30%
Grade 4	7	16%	1	2%
	45		44	

Editorial: FE Week analysis of Ofsted college current and previous grades has proved very popular, and here we also compare results under the previous (left) and new (below) common inspection framework. A greater proportion of colleges under the new inspection framework are seeing their grade increase. However, the decline in grade 1s continues, as does the overall increase in grade 4s.

Grades since new inspection framework introduced in Sept 2012 (GFE or Tertiary Colleges)

College	Current Inspection Grade	Inspection date	Previous inspection grade	Inspection date	Total increase or decrease
Southport College	2	11-Mar-13	2	19-Nov-07	0
Bexley College	3	05-Mar-13	3	07-Dec-09	0
East Kent College	2	04-Mar-13	3	11-Oct-10	1
Hartlepool College of Further Education	3	25-Feb-13	2	23-Nov-09	-1
Swindon College	1	25-Feb-13	3	09-Mar-09	2
East Berkshire College	2	25-Feb-13	2	11-May-09	0
Loughborough College	2	25-Feb-13	2	10-Nov-08	0
Dudley College of Technology	2	25-Feb-13	2	19-May-08	0
City of Bristol College	4	18-Feb-13	2	18-Jan-10	-2
Shipley College	2	12-Feb-13	3	27-Sep-10	1
Kingston College	2	11-Feb-13	3	27-Sep-10	1
Walsall College	1	11-Feb-13	2	14-Apr-08	1
Northampton College	2	04-Feb-13	3	27-Apr-09	1
The City of Liverpool College	4	04-Feb-13	1	27-Jan-09	-3
Capel Manor College	2	29-Jan-13	2	26-Mar-08	0
Newham College of Further Education	2	28-Jan-13	1	01-Jun-09	-1
Boston College	3	28-Jan-13	2	06-Oct-08	-1
Northumberland College	2	28-Jan-13	3	05-Oct-09	1
Leeds College of Building	3	28-Jan-13	2	08-Nov-10	-1
City of Bath College	2	28-Jan-13	3	25-Jan-10	1
New College Nottingham	3	21-Jan-13	2	13-Oct-08	-1
Sussex Coast College Hastings	3	21-Jan-13	4	21-Nov-11	1
Redcar & Cleveland College	3	15-Jan-13	2	30-Mar-09	-1
Bromley College of Further and Higher Education	2	14-Jan-13	3	24-Nov-08	1
The College of West Anglia	2	14-Jan-13	1	26-Nov-07	-1
Richmond-upon-Thames College	3	10-Dec-12	2	29-Jan-07	-1
Croydon College	3	10-Dec-12	2	01-Jun-09	-1
Lancaster and Morecambe College	2	10-Dec-12	3	29-Sep-08	1
North Nottinghamshire College	2	10-Dec-12	3	09-Mar-09	1
Norton Radstock College	3	20-Nov-12	3	15-Mar-10	0
Brooksby Melton College	2	13-Nov-12	3	01-Feb-10	1
Sussex Downs College	3	12-Nov-12	2	05-Mar-07	-1
Stockton Riverside College	3	12-Nov-12	3	15-Mar-10	0
Stourbridge College	2	05-Nov-12	2	27-Nov-06	0
Stourbridge College	2	05-Nov-12	2	27-Nov-06	0
Kirklees College	2	05-Nov-12	4	04-Apr-11	2
South Worcestershire College	4	23-Oct-12	3	25-Jan-10	-1
Cambridge Regional College	2	22-Oct-12	2	10-Mar-08	0
Bicton College (specialist college)	2	16-Oct-12	3	24-Feb-09	1
South Tyneside College	2	15-Oct-12	3	05-Oct-09	1
City College Plymouth	2	01-Oct-12	3	29-Sep-08	1

Grade improved	17	41%
Grade stayed the same	11	27%
Grade got worse	13	32%
Total inspections	41	

Higher proportion of colleges receiving an improved grade

	Now		Before	
Grade 1	2	5%	3	7%
Grade 2	24	59%	18	44%
Grade 3	12	29%	18	44%
Grade 4	3	7%	2	5%
	41		41	

But

Grade 1s still decreasing

And grade 4s still increasing

FE Week campus round-up

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College takes Italian student to heart



Rosanna Cuomo with Dr Khosro Jahdi who is advising her on her MA dissertation

An Italian MA student has been offered a helping hand by a Yorkshire college after she asked for advice from one of the college's lecturers.

Rosanna Cuomo, 23, is spending a month in Bradford receiving extra supervision on her dissertation after emailing Bradford College lecturer Dr Khosro Jahdi about an article he wrote for the Journal of Business Ethics.

Rosanna said: "When Dr Jahdi replied to me telling he had accepted to supervise my work, I was really surprised by his

willingness and kindness. By coming here to Bradford, I found that willingness and kindness belonged to the Bradford College itself as well."

Rosanna's home university, LUISS Guido Carli University, in Rome, is funding her stay and tuition.

Dr Jahdi said: "Rosanna's email came out of the blue. I was only too happy to help — she has shown great initiative and is a positive reflection of the research opportunities available at Bradford College."

Students get a taste of budgeting skills



Nicky Morgan MP and Loughborough College student Kunal Singala sample The Taste of Money

Finance skills were on the menu when MP Nicky Morgan saw how Leicestershire students were learning to manage money.

Ms Morgan, Cons, Loughborough, joined learners at Loughborough College in 'The taste of money', a challenge that introduced them to dining on a budget.

Chef team leader Stuart Finn produced a range of dishes for very different costs, and asked more than 600 student diners to 'taste the difference' between the cheaper and more

expensive options. Ms Morgan said: "I loved the idea behind 'The Taste of Money'. "It is a great concept to show students how simple spending changes, in terms of making a wise choice at mealtimes, offers really helpful practice in the art of careful budgeting."

An interactive survey showed that more than half the students preferred the cheaper dish.



Business learners at Nelson and Colne Sixth Form visiting a logistics firm

Business students get out on the road

Business students in Lancashire got a lorry-load of information about careers in logistics when they visited a local transport company.

Students at Nelson and Colne College Sixth Form heard about a range of roles, from warehouse manager to driver to accountant, from Kibble Transport boss Matthew Kibble. He also treated them to a tour of the company and let them climb aboard a new addition to the company's fleet.

Level three student Zaheer Araf, 16, said: "I

enjoyed seeing and sitting in the new, state-of-the-art truck while Matthew showed us all the features.

"I was surprised by the size of the warehouse and the range of products stored there. I was really impressed by the transport planner's job — organising the full fleet of vehicles, their cargo and the routes they take."

The visit was part of the "Think Logistics" event organised by logistics business leaders from the north west.

Glastonbury review hits the right note

A music review by a student in Somerset has attracted attention from the Glastonbury festival organisers.

Strode College A-level student and aspiring music journalist Rhys Buchanan, 17, from Street, reviewed the festival's emerging talent competition for a local magazine.

Glastonbury organisers saw a link to his review on Strode's Twitter account, and re-tweeted it to their 300,000 followers, resulting in 650 visitors to Rhys' blog, Charming man music.

Rhys said: "It was one of the biggest moments of my life.

"To have my work shared by that many people, by something as iconic as Glastonbury festival, is the kind of thing that drives me to do more. It gives me an incredible buzz."

Rhys has also been accepted for a week's work experience at music magazine NME and is thinking about going on to a specialist course in music journalism.



Student blogger Rhys Buchanan, whose review caught the attention of the Glastonbury festival organisers

Want your college or training provider to appear on these pages?

Send your stories with pictures to news@feweek.co.uk including names, ages and course of students where applicable

'Photos really capture special moments in my life'

Jake Beattie had three things on his wish list – including his own camera. Rebecca Cooney reports on how Hopwood Hall College helped to make the seriously ill student's dreams come true

A seriously ill art and design learner from Manchester was lost for words when his college made his wish list a reality.

Jake Beattie, 19, from Heywood, has been a supported learner at Hopwood Hall College since 2010.

He has a short life expectancy as he suffers from pulmonary hypertension, a condition that will eventually cause heart failure.

During his recovery after a major health setback in 2011, Jake asked the college's senior learning mentor Harriet Herdman to visit him with work, as he was frightened of falling behind.

During this visit he told her his three greatest wishes — to meet his hero, TV presenter Jeremy Kyle, to do some charity work and to have a camera of his own so that he could develop his passion for photography.

Harriet decided to see what the college could do to make Jake's wishes come true, and in February last year organised for Jake to watch filming of *The Jeremy Kyle Show* — and to meet the host backstage.

It then went on to wishes two and three, first by organising a fundraising event in aid of the Pulmonary Hypertension Association.

Jake's fellow art students made jewellery, cups and bookmarks that were sold on a stall manned by Jake and learning support staff, while games groups donated games and ran a competition, and college staff contributed by donating gifts for a tombola.

The event, which ran alongside the end of year art exhibition, raised just over £365.

Some of the money was used to grant Jake's third wish, a Samsung WB150 camera with a memory stick and case.

"I am studying media and photography is part of my course," said Jake. "I've had to borrow a camera from my tutor but won't need to do that anymore."

"Photography is one of my passions but my condition means that I find it hard to get out a lot."

"Now, when I'm unable to go out, I can look back on all the photos I've taken. Photos really capture special moments in life."

The rest of the money was given to the Pulmonary Hypertension Association.

A spokesperson for the association said: "We'd like to thank Jake for fundraising on our behalf."

"His generosity will help in our fight to



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ROUND-UP

Jake Beattie, 19, meeting his hero Jeremy Kyle

defeat this terrible disease and enrich the quality of life of all those affected."

The presentation of the camera and cheque for charity had to be delayed after Jake suffered another setback, but he said later

that it was all "definitely worth the wait".

The director of information and support services at Hopwood Hall College, Luke Goodlet, said it was the first time he'd ever seen Jake lost for words.



Animation award winners, clockwise from left: Victoria Ardamatskaja, 18, Michael Elesheku, 19, tutor Matthew Phelan, Dominic Esprit, 17 and Melda Mahmutoglu, 18. Picture courtesy of Haringey Advertiser

Sixty-second film takes top honours

Young animators in London have won a national competition with their one-minute film about a frustrated penguin.

BTec animation students at The College of Haringey, Enfield and North East London submitted the film, *Flightless Birdie*, to an under-18s award at the Animated Exeter Festival, the largest festival of its kind in the UK.

Student Melda Mahmutoglu, 18, said: "Entering competitions is a great way to get experience. It's a great platform — and really enjoyable too."

The animation was shown alongside work by professional animators such as the British visual effects company, Double Negative, whose film work includes *Skyfall*.

Vice principal for curriculum and learner experience Jane O'Neill said: "We're very proud of our animation students. They're extremely talented and when talent is combined with hard work, these are the kind of results you get."



Adam Wheeler, 17, who studies A-levels alongside a BTec in performing arts, leading a 200-strong cast as Joseph

Night of dreams on a West End stage

Dreams came true for a group of young people London when they staged a spectacular production of *Joseph and the Amazing Technicolor Dreamcoat* at a West End theatre.

More than 200 youngsters, led by learners from Havering College of Further and Higher Education, took part in the one-night-only performance of Andrew Lloyd Webber's

musical at Her Majesty's Theatre.

The show was a community project involving schools and learning organisations from Havering and other London boroughs, including cast members as young as six and some with learning or physical challenges.

The production, directed by college music lecturer Peter Dayson, took a year of planning and rehearsals.

FE Week campus round-up

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Brittany Stubbs, 20, who is jetting off to her dream job in Rhodes, Greece

Brittany jets off for dream job in travel

An apprentice from Yorkshire is jetting off to Greece after landing her dream job for a global travel organisation.

Brittany Stubbs, 20, was struggling to find work before she enrolled on an administration apprenticeship programme at Doncaster College, which involved a mixture of level two technical business and administration qualifications, and level one ICT, maths and English, as well as work experience.

She was selected from hundreds of

applicants to work on the island of Rhodes as an administrator for TUI, which owns travel company Thomson and operates in more than 180 countries.

Brittany, from Warmsworth, said: "It's my dream job to work abroad, I never lost hope of doing something I wanted to do and the qualifications gave me confidence not to give up."

Brittany planned to fly out to her new job over the weekend.

Zack hauls in £250-worth of equipment

Apprentices in Derbyshire swept the board in a 'super-merchant sweep' challenge to win equipment from a local building supplies merchant.

The six Derby College apprentices had 60 seconds each to dash around a branch of Travis Perkins in Ilkeston, Derby, filling a wheelbarrow with equipment worth £250.

Carpentry and joinery apprentice Zack Haslam, 17, was crowned the winner as his haul was the nearest the £250 target.

Derby College construction team manager Lee Pratt said: "It's wonderful that Travis Perkins is supporting the builders of the future — we were keen to give learners the opportunity to ensure that as many young people as possible could benefit from the tools and materials that were on offer."

"Everything that the apprentices collected will be put to good use in supporting the vocational training of full, part-time and apprentice learners at Derby College."



Zack Haslam, 17, who won £250 of supplies in the super merchant sweep

League stars prepare for life off the pitch



From left: Super League players Iain Thornley, 21, Paul Clough, 25, Joe Mellor, 22, and Trent Waterhouse, 32

Rugby league players are going back to college to prepare for the day when they hang up their boots.

Fifty players from teams across the Super League will study a range of vocational courses at Warrington Collegiate to help them to prepare for a career once their playing days end.

Warrington Wolves squad member Trent Waterhouse, 32, said: "I'm studying business with a view to running my own coffee shop... There's a few of us doing the same subject

so it'll be fun to study together and help each other out."

The players will take time out from training on Wednesday afternoons to attend the courses, organised through league's governing body, the RFL.

RFL operations director Emma Rosewarne said: "We recognise the importance of preparing players for life after rugby league; we aim to provide as many opportunities as possible to help them to achieve their goals both on and off the pitch."

Spoons at dawn in Middlesbrough



Chef lecturer Steve Donnison and former student Matty Beadnall

Middlesbrough College students were part of a head-to-head cook-off between their lecturer and a former student.

The level three professional cookery students were split into teams working for tutor Steve Donnison and Matty Beadnall, now a sous chef at Rockcliffe Hall.

More than 30 diners at the college's training restaurant chose between a menu prepared by Matty's team and one prepared by Steve's.

Matty said it was a pleasure to work alongside his old tutor again. "I've thoroughly

enjoyed it — and the students stepped up," he said.

Diners were asked to award points out of 10 for the meal's flavour and presentation without knowing who had cooked it — and Steve's team just managed to win.

He said Matty had inspired students to realise that they too could achieve their ambitions.

"We are looking at the possibility of Matty returning to Middlesbrough and delivering skills workshops to the students," he added.

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Lecturer – Computing and ICT

Post No: LB014

Salary up to £33,659 per annum (dependant on qualification status)

We are seeking to recruit an ambitious and driven Lecturer to teach on a wide range of courses in the expanding School of Computing, including BTEC Level 3 in IT. Applicants should be qualified to at least Degree level in a relevant subject and hold, or be working towards, a teaching qualification. You should also have relevant teaching experience.

Closing date: Thursday 2nd May 2013

Lecturer – Aerospace Engineering

Post No: LB015

Salary up to £33,659 per annum (depending on qualification status)

We require an experienced Lecturer to teach on Aerospace Engineering programmes up to HNC/HND Level. Applicants should hold a Degree level qualification in Engineering, ideally possessing a teaching qualification or be prepared to work towards this. Candidates who are able to teach across a variety of disciplines with experience of coordinating programmes up to HE level are particularly sought. Assessing may also form part of this role.

Closing date: Friday 3rd May 2013

For further information and an application form, please visit www.solihull.ac.uk Alternatively email HR@solihull.ac.uk or phone us on 0121 678 7058.

Solihull College is an equal opportunities employer and welcomes applications from all sectors of the community.

We are committed to safeguarding and ensuring a safe environment for all students and expect all staff to engage fully with this commitment.



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Independent Training Services (ITS Ltd) are the largest private work based learning training provider in Barnsley. We offer vocational training through apprenticeships and foundation learning programmes to adults and young people across a range of sectors including health and social care, retail, motor vehicle, management.

Internal Verifier – Glass & Glazing Freelance position

We are currently seeking a qualified and experienced Internal Verifier for the Glass & Glazing sector. The position would be home based, and require internal verification of NVQ portfolios to awarding body requirements.

The post is subject to a satisfactory DBS and we operate under the Safeguarding of Young People and Vulnerable Adults policies and procedures.

Assessor/Trainer – Paint Spray/Motor Vehicle

Fixed term contract – Nov 2013 | 3 days per week | £23,500 - £26,000 pa.

We are looking to recruit a qualified vehicle body and paint assessor preferably with knowledge of current apprenticeship and awarding body requirements. You need to be qualified to the industry standards at or above level 3 with experience of working in motor vehicle body repair and refinishing sector, with assessor qualification. The ideal candidate will have a good knowledge of modern vehicle repair techniques, dealer and independent repair shop requirements, solvent and water based finishes. You will have a good knowledge of current health and safety requirements for the sector. Duties will include recruitment of learners onto program, inductions, observed assessment of learners in company, assessment of portfolios and review of learner progress.

Freelance would also be considered.

The post is subject to a satisfactory CRB and we operate under the Safeguarding of Young People and Vulnerable Adults policies and procedures.

We are an Equal Opportunities employer.

Applicants should contact Clare Clifton 01226 295471 or clare.clifton@ind-training.co.uk



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Applications are invited for posts at the following sites to start in September 2013

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£28,693 - £31,204 (Lewisham site)

We are able to offer an opportunity to join our highly successful Sixth Form College with this exciting and challenging role. The successful candidate will be a highly motivated and creative individual able to work under pressure while maintaining an eye for detail and a commitment to accuracy.

The role involves using your well-developed programming skills to develop and maintain custom PHP applications and integrate them with our MS SQL based MIS system. Hands-on experience with Capita's Unit-e MIS is desirable but not obligatory.

Closing date: 12 pm on Wednesday 1st May 2013

Interviews w/b 6th May 2013

For an application form and further details visit our website at www.ctksfc.ac.uk/vacancies or contact the Personnel Department on **020 8297 9433**, e-mail recruitment@ctksfc.ac.uk



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Job No	Job Title	Salary	Terms
Advanced Manufacturing (Engineering), Automotive Technology (Motor Vehicle)			
LEC 027	Lecturers Welding (2 posts)	£23,532 - £33,566	Full time, permanent
LEC 028	Lecturers Engineering (3 posts)	£23,532 - £33,566	Full time, permanent
IDA 001	Instructor Demonstrator Welding (2 posts)	£20,077 - £24,187	Full time, permanent
IDA 003	Instructor Demonstrator Engineering	£20,077 - £24,187	Full time, permanent
IDA 004	Assessor Welding	£17,616 - £19,560	Full time, permanent
IDA 005	Assessor Engineering	£17,616 - £19,560	Full time, permanent
SID 001	Senior Instructor Demonstrator/Supervisor Motor Vehicle	£20,077 - £24,187	Full time, permanent
IDA 002	Instructor Demonstrator Motor Vehicle	£20,077 - £24,187	Full time, permanent
Business			
LEC 024	Lecturer Business Studies	£23,532 - £33,566	Full time, permanent
Computing			
LEC 040	Lecturer Computing	£23,532 - £33,566	Full time, permanent
LEC 025	Lecturer Information Technology (2 posts)	£23,532 - £33,566	Full time, permanent
LEC 011	Lecturer Programmer, Games Development & Apps Design	£11,766 - £16,783 (Actual Salary)	0.5fte Part time, permanent
Construction			
LEC 003	Lecturer Access / BTEC Building Studies	£11,766 - £16,783 (Actual Salary)	0.5fte Part time, permanent
English & Maths			
LEC 001	Lecturer GCSE - Functional Skills Maths	£23,532 - £33,566	Full time, permanent
LEC 002	Lecturer GCSE - Functional Skills English	£23,532 - £33,566	Full time, permanent
LEC 006	Lecturer Maths (GCSE, A Level & BTEC)	£23,532 - £33,566	Full time, permanent
LEC 007	Lecturer English	£23,532 - £33,566	Full time, permanent
Hairdressing & Beauty Therapy			
LEC 035	Lecturer Hairdressing	£23,532 - £33,566	Full time, permanent
WBA 001	Work Based Assessor Hairdressing & Beauty Therapy	£17,616 - £19,560	Full time, permanent

Job No	Job Title	Salary	Terms
Health and Social Care, Early Years and Childcare			
LEC 017	Lecturer Health and Care (2 posts)	£23,532 - £33,566	Full time, permanent
LEC 018	Lecturer Childcare (2 posts)	£23,532 - £33,566	Full time, permanent
LEC 019	Lecturer Access to Youth Work	£11,766 - £16,783 (Actual Salary)	0.5fte Part time, permanent
LEC 020	Lecturer Foundation Degree working with Children	£11,766 - £16,783 (Actual Salary)	0.5fte Part time, permanent
LEC 021	Lecturer Health and Care	£11,766 - £16,783 (Actual Salary)	0.5fte Part time, permanent
LEC 022	Lecturer Childcare	£11,766 - £16,783 (Actual Salary)	0.5fte Part time, permanent
LEC 023	Lecturer in Health and Care / Higher Education	£14,119 - £20,139 (Actual Salary)	0.6fte Part time, fixed term Maternity Cover
Languages (These posts can be combined into one post)			
LEC 009	Lecturer French	£5,883 - £8,391 (Actual Salary)	0.25fte Part time, permanent
LEC 036	Lecturer Spanish	£5,883 - £8,391 (Actual Salary)	0.25fte Part time, permanent
Music and Media			
LEC 010	Lecturer Music	£11,766 - £16,783 (Actual Salary)	0.5fte Part time, permanent
Sciences			
LEC 004	Lecturer Chemistry	£23,532 - £33,566	Full time, permanent
LEC 005	Lecturer Biology	£23,532 - £33,566	Full time, permanent
Sport and Recreation			
LEC 030	Lecturer Sport / Sports Science	£23,532 - £33,566	Full time, permanent
Student Services			
SEO 001	Student Engagement Officer (2 posts)	£17,616 - £19,560	Full time, permanent
Support Staff			
WFD 001	Workforce Development Administrator & IT Trainer	£15,483 - £17,191	37hrs, 40 weeks, permanent
LSA 001	Learning Support Assistant Catering & Hospitality 14-16	£9,212 - £9,535	25hrs, 40 weeks, permanent
LDF 001	LRC Digital Facilitator	£16,278 - £17,312	Full time, permanent
IDA 006	STEM Ambassador	£20,077 - £21,949	Full time, permanent



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English	HP04	Electrical Installations	HP20
Film Studies	HP05	Plumbing	HP21
Geography	HP06	Plastering	HP22
History	HP07	Painting and Decorating	HP23
Law	HP08	Gas Related Studies	HP24
Maths	HP09		
Media Studies	HP10	Engineering & Computing	
Philosophy, Ethics & RE	HP11	Computing	HP25
Photography	HP12	Engineering	HP26
Physics	HP13	Welding	HP27
Science - Forensics	HP14		
Sociology	HP15	Hairdressing & Beauty Therapy	
Sport & PE	HP16	Hairdressing	HP28
		Beauty Therapy	HP29
		Retail Skills	HP30
Business & Education			
Business / ICT	HP17	Health & Care	
ESOL	HP18	Childcare	HP31
		Health and Care	HP32

Work Based Assessor in

Catering & Hospitality	
Catering & Hospitality	HP33
Food Manufacture	HP34
Customer Service	HP35
Cleaning & Support Services	HP36

Hairdressing, Beauty Therapy & Retail Skills	
Hairdressing	HP37
Beauty Therapy	HP38
Retail Skills	HP39

Work Based Assessor rate
£10.64 per hour inc holiday pay

Sports Academies

Cricket Coach	HP40
Netball Academy Director	HP41
Netball Coach	HP42
Rugby Academy Director	HP43
Rugby Coach	HP44

Academy Directors rate
£20.00 per hour inc holiday pay

Coaches rate
£15.17 per hour inc holiday pay

Lecturer rate £12.10 - £27.15 per hour
inc holiday pay (Standard lecturing rate £23.29 per hour)

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For an Information Pack, including an Online Application Form for all jobs (except apprenticeships), please visit the Vacancies page on the College Website www.mbro.ac.uk

If you have any queries please contact the Human Resources Team on 01642 333554.

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Closing date:
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For further information please visit www.mbro.ac.uk



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Head of Partnerships & Funding (National Role)

£50k - £60k plus great benefits

As Head of Partnerships and Funding you will provide strategic direction on the design and landscape of our future operations and delivery offering. Developing senior contacts and new funding sources, you will act as the strategic link with our business partners. You will be an innovator, creative thinker, and experienced in a similar role with sound experience in the FE and Apprenticeship sector, you will provide exciting solutions supporting our business objectives.

Operations Manager (National Role)

£50k plus great benefits

Our Operations Manager will be a new talent appointment for the business, so we are seeking an enthusiastic and innovative manager with experience of setting up new curriculum and building new teams. The role will be perfect for managers looking for their next exciting role where they can lead and develop new areas for our business. Experience of curriculum development and successful management of individuals and teams is essential, but most importantly we want people who are ambitious, hungry to develop new ideas and are prepared to challenge the status quo at every level. You might be working as a senior manager in a College or with a training provider, but keen to make your own mark and create something new and innovative to the sector. A passion for learning and for Apprenticeships is a must and your leadership qualities need to shine through, we are looking for people who are future Directors with this new position.

Business Operations Managers

£30k - £40k plus great benefits

As a Business Operations Manager you will be fully accountable for leading a winning team, by effectively running your business to drive customer satisfaction, growth and budget delivery. You will have a proven track record as a successful, high calibre, Operations Manager who has full P&L accountability, ideally with experience of leading a team of remote workers. As a high achiever who has a successful record of delivery and exceeding targets you will be qualified to a minimum of A level standard. You will have a high degree of autonomy and responsibility for delivering operational excellence through your team of Area Trainers.

Area Trainers

£25k - £30k plus great benefits

As an Area Trainer you will provide the highest quality of teaching and learning to individuals in a work-based environment supporting the achievement of Apprenticeships from Advanced Level to Higher Level attainment. You will be a professional high achiever, with passion and commitment to helping individuals achieve their aspirations. You will have a proven track record of delivering to the highest standards and will hold appropriate qualifications including AVA/A1, Functional Skills at Level 2 and/or Key Skills at Level 3 or A level attainment. You must also have the occupational background to deliver in a selection of the following areas: retail, Hospitality (all areas), Management, Warehouse/Logistics, Sales/Contact Centre, Business Administration, Hairdressing, Customer Service and Care.

Area Sales Representatives

OTE £30k plus great benefits

To further support our growth plans as an Area Sales Representative you will be accountable for delivering sales targets within your geographical area by sourcing new companies and learners to undertake Apprenticeship programmes with us, from a small family run restaurant to national retail chain, delivering 1 to 1,000 learners or more! You will be an experienced sales professional with a track record of new business generation and field account management skills. You will have a dogged determination to be successful in all that you do; an achiever with a can do attitude and strong professional work ethic which delivers quality results.

We want to recruit the highest quality, professional individuals who want to be part of a successful team! All our roles are for creative, passionate, innovative, focused and target driven people prepared to travel throughout their area and used to working to and achieving objectives and targets. If you are not, then you are not right for us! Use of a car is essential.

To apply: Information on working with us and full details of all our vacancies are on our website
www.first4skills.com/careers-at-first4skills





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This goes beyond what's needed in the workshop or the college/provider. It's about ensuring that our nation has the skills it needs for the future, and for its economy. This newly created role with a competitive salary package will test your skills, broaden your experience and raise your profile. It's not all about inspection either. You'll be a relationship manager, public speaker and negotiator – and an ambassador too. As the vital link between Ofsted and providers across the country, you'll help us improve outcomes for learners and employers. And your influence will be felt on a national scale. Visit our website to find out more and apply.

Deputy Director, Learning and Skills
furtheringeducation.co.uk



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 We value people's differences.



Association of
Business Practitioners

Quality & Compliance Executive Upto £30k

London

Purpose

This is an updated role and the post-holder will be providing support and assistance to the Director of Quality & Qualifications (DQQ) and Responsible Officer in the maintenance and monitoring of the compliance and quality systems in line with relevant regulatory codes and conditions (e.g. Maintenance of adverse effect and complaints logs, review and amend of policies and procedures, ensuring evidence is generated and collated against relevant conditions). The Compliance and Quality Executive (CQE) will be able to demonstrate analytical and investigatory experience and will be responsible for the compilation of evidence required, on behalf of the DQQ/RO, by the relevant regulatory body.

Key areas of work

The Compliance and Quality Executive will be responsible for issues of quality and regulatory compliance, and their implementation, throughout the departments of ABP. Reporting to the Responsible Officer he/she will pro-actively act in a co-ordinating/guidance capacity to ABP managers.

The Compliance and Quality Executive will maintain awareness of good practise in relation to Quality Assurance as it applies to the delivery of ABP operated qualifications. To ensure awareness of all relevant legislation, policies and procedures as related to the operation and integrity of qualifications operated by ABP and through the partnership with ABE.

To apply, please send CV and Cover Letter to
Richard.Poole@abp.org.uk

EASTLEIGH COLLEGE
ISHIRING

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Learning for Success

Quality Assurance Officer (Fixed Term for 1 year)

Salary: £23,286 - £24,705 per annum | Hours: 37 Hours per week, 52 weeks per year

As the Quality Assurance Auditor you will plan, coordinate and implement teaching and assessment observations and quality processes associated with the delivery of apprenticeships and work based learning for partner and college delivered programmes.

Management Information Analyst/Developer (Maternity Cover)

Salary: £31,314 per annum | Hours: 37 Hours per week, 52 weeks per year

We are looking for someone with great Microsoft Access skills and a talent for web site development. You should enjoy a challenge, be self-motivated with excellent problem solving and analytical skills. We also need good communication skills, both written and verbal, and a flexible and responsive approach. Commitment to accuracy and attention to detail are essential

The closing date for both posts is **26th April 2013**

For further details and an application form, please contact:

**The Human Resources Department, Eastleigh College on
 023 8091 1173 or E-mail: recruitment@eastleigh.ac.uk**

We pursue a policy of promoting equality and diversity.

Applications are particularly welcome from people with disabilities.

Eastleigh College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

www.eastleigh.ac.uk

WEA



*Workers' Educational Association
has the following vacancy:*

Business Development Manager, London Region

Grade E (£38,183 - £42,341) plus inner London allowance of £4151.06

Full-time – 35 hours per week

The WEA is the UK's largest voluntary sector provider of adult education with a thriving programme in the capital city.

This is a challenging opportunity to develop, lead and manage the WEA London Region's business development plan. To fill this exciting new role, we are looking for someone with excellent skills and experience in income generation, including bid writing, and project development and management, preferably gained in the Voluntary and/or Adult Education/FE sectors. Strong commitment to adult education with a social purpose and awareness of opportunities for its development in London are essential.

Closing date for applications is **Tuesday 7th May 2013.**

Interviews will take place on **Wednesday 22nd May 2013.**

The WEA is committed to promoting Equality & Diversity in its employment practices and service delivery.

For more information on the WEA London Region, please visit **www.london.wea.org.uk**

The Workers' Educational Association (WEA) is a charity registered in England and Wales (number 1112775) and in Scotland (number SC039239) and a company limited by guarantee registered in England and Wales (number 2806910).

www.wea.org.uk

The Complete Guide To Funding Apprenticeships



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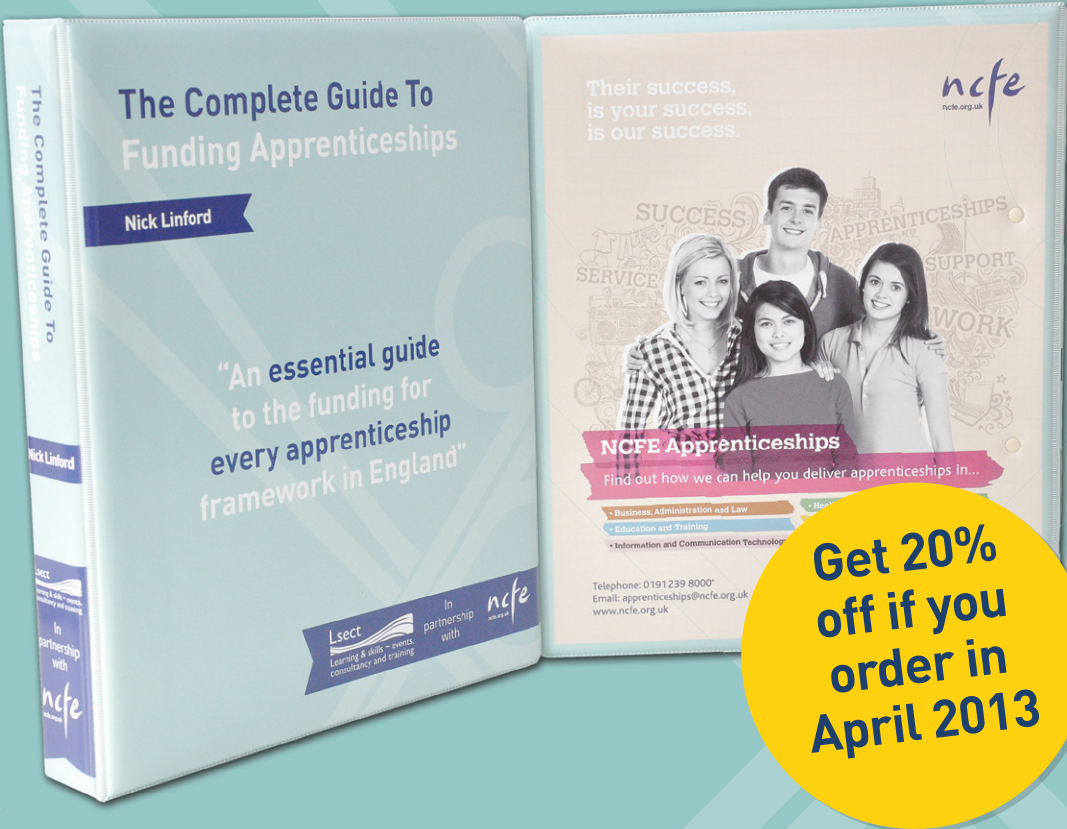


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Mark Emerson, Head of information, Systems and Planning at Chelmsford College

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Updated to include new functional skills rates

FE Week Sudoku challenge

	1						7	
		2				9		
		5	3		2	4		
	7			1			4	
1				9				8
	4			8			1	
		7	4		1	2		
		1				5		
	8						9	

Difficulty:
EASY

How to play: Fill in all blank squares making sure that each row, column and 3 by 3 box contains the numbers 1 to 9

Solutions: Next week

4						8		
		2			9		3	
	8	1		6	4	9		
2	7		1					
		5				3		
					5		6	7
		3		9		2	8	
	5		8			7		
		4						9

Difficulty:
MEDIUM

Last Week's solutions

3	7	6	2	1	9	4	8	5
5	8	2	4	6	3	7	1	9
1	4	9	8	5	7	2	6	3
4	2	7	3	9	1	8	5	6
9	1	8	6	4	5	3	7	2
6	5	3	7	2	8	1	9	4
8	9	5	1	3	2	6	4	7
2	6	1	5	7	4	9	3	8
7	3	4	9	8	6	5	2	1

Difficulty:
EASY

1	3	6	9	4	2	8	5	7
8	2	7	1	3	5	9	6	4
9	5	4	7	6	8	3	1	2
3	7	8	6	1	9	4	2	5
5	6	9	4	2	7	1	3	8
2	4	1	5	8	3	6	7	9
7	8	2	3	9	1	5	4	6
6	1	5	8	7	4	2	9	3
4	9	3	2	5	6	7	8	1

Difficulty:
MEDIUM

FE Week mini-mascot

Follow the adventures of *FE Week's* biggest and smallest fan!



"Mostly this week I've been enjoying the sunshine and spinning on the garden table"

You can also follow our *FE Week* mini-mascot on Twitter [@daniellinford](https://twitter.com/daniellinford)